

Course Assessment– Part B: Your Results & Analysis

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Your Email *

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Part B: Your Results

DIRECTIONS

1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below. *

Our classes are small so much of the assessment is informal through reading and discussion it is apparent what is being understood. In-class listening exercises were part of the assessment. Also, students gave impromptu and planned speeches. Three different community speakers spoke in the class. It was evident who understood what based on questions and responses. Students often read in pairs or 3s and then responded to questions. Five tests were given on irregular past tense verbs.

Outcome #1

*

Speak independently so others can understand main ideas and related in details in moderate-length conversations, instructions, or narratives about general interest topics.

% of students who successfully achieved the outcome (C or above) *

We are a non-credit program so we do not give grades. Apparently from the student responses all students marked that they had improved (moving up a notch on the scale) from the beginning of the term to the end.

Outcome #2 *

Read independently with understanding a range of simple, everyday or personal texts including: tables, graphs, maps, and diagrams conveying limited information and multi-part or multiple pages of simple connected text.

% of students who successfully achieved the outcome (C or above) *

It appears that all the students indicated a higher score at the end of term. However, I can't be sure because we don't know which response is from which student. We know that all the scores shifted up one so this caused me to hypothesize this.

Outcome #3 *

Listen actively to understand main ideas and details in extended conversations, presentations or narratives about varied, general interest topics.

% of students who successfully achieved the outcome (C or above) *

The beginning assessment and the ending assessment showed that the students felt improvement.

ANALYSIS

3. What contributed to student success and/or lack of success? *

Students were successful in the class for they all reported that they felt more comfortable, confident and more capable to express their ideas in English. What contributes to this success is the classroom community. The students in this class are extremely supportive of one another and have different native languages which necessitates communication in English. They have become friends inside and outside of class so they are continually using English in their conversations and all the activities they are participating in the larger community. Creating a safe, friendly learning environment where students can practice new language structures and vocabulary, express ideas and build friendships builds courage and language skills in students.

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes. *

The way the questions 3–5 are worded is difficult for students to grasp. I do not have full confidence that the students truly understood the questions. I'm realizing if I truly want to know if students can more easily grasp main ideas in reading, speaking so others can understand and interpreting simple graphs and charts I would need to simplify these questions and ask very specifically about particular assignments. The last 2 questions regarding confidence and capability in speaking are more helpful to me and I am realizing that if these questions were more specific it would yield more information. A personal assessment at the beginning of the term – simplifying the questions and the same assessment given at the end of the term – clarifying and discussing the questions – would be beneficial and provide more accurate responses.

5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *

Partially, as mentioned above I'm not entirely certain students fully grasped the question.

6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *

I want to create an assessment which incorporates outcomes at the beginning of the term, referring to it throughout the term and then giving the same assessment at the end. This would be helpful for students to recognize the focus of the teaching and help them to reflect on their learning, i.e., did I understand this?

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?

none

8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *

I'm sorry. I don't recall.

9. Describe how you explain information about course outcomes and their relevance to your students.

It is very specific. The level outcome discusses listening/speaking outcomes and comprehension as a listener and speaker. In class we discuss comprehension and the importance of recognizing stressed and unstressed words in English and learning how native speakers think in thought groups, etc. In other words, the outcome is articulated, broken down in a way that students can grasp the ideas and then practiced.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcomes:

CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation" and

CLO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving).

CLO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" – Encouraging our students to "Ask deeper

Organization and presentation are discussed in class prior to students giving short talks. Students are evaluated on this area. Often students are asked for their opinions and why they arrived at their ideas/decisions. Our class is multi-cultural. Students ask one another many questions about each other's cultures daily.

questions about other cultures and seek out answers to these questions"

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